

Grade 6 Integrated Language Arts Unit

Lesson 1: A Global Village

Connections to Financial Literacy

In this lesson, students begin to develop their understanding of a “global village”. Students learn that the world needs to work together to support developing countries in need. They learn that unequal distribution of basic resources around the world impact the basic needs of individuals. Students explore the concept of “privilege” vs “disadvantaged”.

As a cross-curricular link to “Biodiversity” in Science, students will begin to understand through the exploration of global water use, our responsibility as active citizens to make contributions to the environment which will impact the well-being of humans. How we treat the water in the global well will affect every species on the planet, now and for years to come.

Lesson 1 integrates:

- Language Arts
 - Oral Communication
 - Reading
 - Writing
 - Media Literacy
- Mathematics
 - Data Relationships
- Science
 - Understanding Life Systems: Biodiversity

Curriculum Expectations

Language Arts

Overall Expectations:

Oral Communication

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes

Reading:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Specific Expectations:

Active Listening Strategies

- 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups

Interactive Strategies

- 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large-group discussions

Demonstrating Understanding

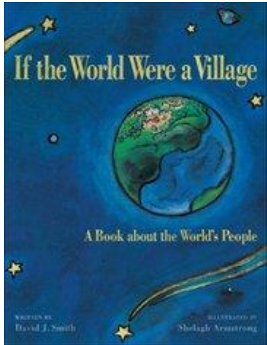
- 1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

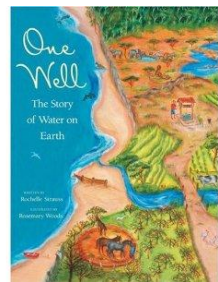
Making Inferences/Interpreting Texts



- 1.5 develop and explain interpretations of

	<p>increasingly complex or difficult texts using stated and implied ideas from the texts as evidence</p> <p>Extending Understanding</p> <p>1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them</p> <p>Analyzing Texts</p> <p>1.7 analyze increasingly complex texts and explain how the different elements in them contribute to meaning</p>
<p>Writing:</p> <p>1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<p>Research</p> <p>1.3 gather information to support ideas for writing, using a variety of strategies and a range of oral, print and electronic sources</p> <p>Classifying Ideas</p> <p>1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas</p>
<p>Media Literacy:</p> <p>1. demonstrate an understanding of a variety of media texts</p>	<p>Purpose and Audience</p> <p>1.1 explain how a variety of media texts address their intended purpose and audience</p> <p>Making Inferences/Interpreting Messages</p> <p>1.2 interpret media texts, using overt and implied messages as evidence for their interpretations</p>
Mathematics	
Overall Expectations:	Specific Expectations:
<p>2. read, describe, and interpret data, and explain relationships between sets of data</p>	<p>Data Relationships</p> <ul style="list-style-type: none"> - demonstrate, through investigation, an understanding of how data from charts, tables, and graphs can be used to make inferences and convincing arguments (e.g., describe examples found in newspapers and magazines) -read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data

Science		
Overall Expectations:		Specific Expectations:
Understanding Life Systems: Biodiversity 1. assess human impacts on biodiversity, and identify ways of preserving biodiversity 3. demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans		Relating Science and Technology to Society and the Environment 1.2 assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished Understanding Basic Concepts 3.2 demonstrate an understanding of biodiversity as the variety of life on earth, including variety within each species of plant and animal, among species of plants and animals in communities, and among communities and the physical landscapes that support them
Learning Goals		
At the end of this lesson, students will know, understand and/or be able to... <ul style="list-style-type: none"> • explore the concept of a “global village”; • begin to understand that the distribution of basic resources varies around the world; • recognize that basic needs of individuals are impacted by the distribution of resources; • begin to examine the concept of privilege vs. disadvantage and equity; • identify the purpose and audience for specific texts; • extract information from a text and develop their own interpretations; • interact with a text by extracting information, reacting to the text and synthesizing the information in the text with their own ideas; • use a graphic organizer to collect and organize their ideas; • water use and conservation; • distribution of water across the world. 		
Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
For success in this lesson, students should have had previous exposure/ instruction in the following areas: <ul style="list-style-type: none"> • Questioning texts • Analyzing texts 	<ul style="list-style-type: none"> • excess • living conditions • privilege • disadvantage • global well • global village 	Minds On <ul style="list-style-type: none"> • computer with Internet access • LCD Projector • YouTube video clip: “We are the World”

<ul style="list-style-type: none"> • Inferring information from a text (author's message) • Working with graphic organizers • Basic "Accountable" talk moves such as: turn and talk and paraphrasing • Jigsaw strategy • Interpreting information from a graph • Understanding of a Tweet (a text message consisting of no more than 140 characters – in reference to the social network, <i>Twitter</i>) 		<p>http://www.youtube.com/watch?v=Glny4JSciVI</p> <ul style="list-style-type: none"> • Copies of Lyrics to song Weblink: http://www.killerhiphop.com/we-are-the-world-25-for-haiti-lyrics/ <p>Action</p> <ul style="list-style-type: none"> • <i>If the World Were a Village: A Book about the World's People, Second Edition</i>, by David J. Smith • Grade 6 BLM 1-1: If the World Were a Village • <i>One Well: The Story of Water on Earth</i> by Rochelle Strauss • Photocopies of required pages from the picture books listed • Post-it notes • Chart paper • Markers <p>Consolidation</p> <ul style="list-style-type: none"> • Document camera, if available • LCD projector • Chart paper • Markers <p><i>If the World Were a Village: A Book about the World's People, Second Edition</i>, by David J. Smith ISBN 978-1-55453-595-8</p> 
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		<p>Synopsis This book consolidates the world population of more than 6 billion into a village of 100. We learn about the distribution of the world's population, poverty, ages, income and wealth, education, religion, languages, food supply, environment and more. <i>If the World Were a Village</i> tells us who we are, where we live, how fast we are growing, what languages we speak, what religions we practise. The author provides an appendix that contains useful information to help increase geographic literacy.</p> <p><i>One Well: The Story of Water on Earth</i> by Rochelle Strauss ISBN 978-1-55337-954-6</p>  <p>Synopsis: Earth is the only planet that can support life because of the invaluable natural resource – water. All water is connected. Every raindrop, lake, underground river and glacier is part of a single global well. Water has the power to change everything -- a single splash can sprout a seed, quench a thirst, provide a habitat, generate energy and sustain life. How we treat the water in the well will affect every species on the planet, now and for years to come. <i>One Well</i> shows how we each have the power to conserve and protect our global well.</p>
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Minds On <ul style="list-style-type: none"> ♦ Establishing a positive learning environment ♦ Connecting to prior learning and/or experiences ♦ Setting the context for learning 	
Lesson Description	Notes to teacher:
<ul style="list-style-type: none"> • First viewing of YouTube video clip: Teacher invites the whole class to view the clip <i>We are the World</i> and to think about the questions: <ul style="list-style-type: none"> ◦ <i>Why was this song created?</i> ◦ <i>Why did so many famous artists give up their time to be involved in this song?</i> • Students share their thinking with the whole class. Teacher encourages students to listen to each other and paraphrase what other students are saying. (<i>Accountable talk</i>) • Second viewing of YouTube video clip: Teacher divides the class into two groups - one group focuses on the visual images of the text and the other group focuses on the lyrics and words of the performing artists • Each group thinks about and responds to the question: <ul style="list-style-type: none"> ◦ <i>What is the author's message?</i> ◦ <i>Use evidence from the text to support your thinking.</i> • Each group shares their collaboratively articulated author's message with the whole class. (e.g., <i>world needs to work together to support developing countries in need</i>) 	<p> Assessment for learning</p> <p>Teacher will be able to assess students' prior knowledge regarding the importance of working together as a "global village". This is an opportunity for to build background knowledge as required.</p> <p> Differentiated Instruction</p> <p>Knowing the various learning styles of students and their learning needs, the teacher may pre-determine the organization of the two groups (e.g., reluctant readers examine the visual images) or students may select their group of choice based on interests.</p> <p>Giving students access to visual images provides scaffolding for students who may require accommodations.</p>
Action <ul style="list-style-type: none"> ♦ Introducing new learning or extending/reinforcing prior learning ♦ Providing opportunities for practice and application of learning (guided → independent) 	
Lesson Description	Notes to teacher:
<p>Note to teacher: This part of the lesson might take 2 to 3 days. Teachers will need to use their professional judgment to make decisions about which parts of this lesson can be addressed in any given day. Make sure to revisit key learning from previous lesson segment at the start of each new segment of the lesson.</p>	

The goal is to use a variety of texts to help develop students' understanding of the "global village", unequal distribution of resources and the concept of "privilege" vs "disadvantaged".

Critical Challenge:

(This will be explored over the next few days through the examination of different texts.)

Why is it important for us to know about the global village? (e.g., to be aware of our privilege compared to other countries; to be aware of different "realities")

How does this understanding affect our actions as members of the global village?

What are our responsibilities related to the basic needs of the less-advantaged members of the global village?

If the World Were a Village: A Book about the World's People, Second Edition, by David J. Smith

Description:

- Students are gathered as a whole class for the teacher read aloud
- Teacher reads aloud pages 1 – 15 (*Welcome to the global village, Nationalities, Languages, Ages, Religions*)
- Students work in 6 groups of 4 to explore the following topics from the book in greater depth: *Food, Air and Water, School and Work, Money and Possessions, Energy, Health*
- Each group uses a graphic organizer (**Grade 6 BLM 1-1: If the World Were a Village**) to record ideas/thinking about their assigned section

Grade 6 BLM 1-1: If the World Were a Village

Group Members: _____

Our topic is: _____

Questions	Surprises	Connections
What connections did you make to the video clip We are the World?		
What does the class need to know about this section?		

- Each group presents their segment from the book (*Food, Air and Water, School and Work, Money and Possessions, Energy, Health*) to the class
- During each group sharing, the other groups need to think about what the author is trying to tell the reader about the particular topic being presented
- After each group sharing, students in the other groups are invited to share their thinking about the author's message around the topic that was presented (Accountable talk)
- Whole class discussion around the question:
 - *What is the big idea in the book, If the World Were a Village?*
 (Possible responses: *there is an unequal distribution of resources in the world; some people are privileged while others are disadvantaged*)

One Well: The Story of Water on Earth by Rochelle Strauss

Description:

- Teacher introduces *One Well* by inviting students to infer meaning from the title and illustration on the cover
- Connection to other texts, *If the World Were a Village* and *We are the World* - Teacher can introduce this book by saying: *"In the other texts we explored living conditions and the needs of people around the world. This book ties into one specific need, the need for all humans to have water. Without water, nothing can survive."*
- Teacher informs students that nearly one-fifth of the world's population doesn't have access to enough water
- Teacher reads pages 4 – 9 to set the context for the learning about water use
- Jigsaw Activity: Number heads 1 – 7 to develop expert groups (3 – 4 students per group). In each expert group, students explore one of the following topics from the book (e.g., all the number 1's will explore *Plants at the Well*): *Plants at the Well* (pp.

Assessment **for** learning

Teacher circulates around the room to monitor the group conversations. S/he may ask probing questions to help deepen understanding through interaction with peers and materials. Teacher may need to ask students struggling with the learning task further questions to help scaffold their thinking.





Differentiated Instruction

A jigsaw strategy encourages listening, engagement, interaction, peer teaching and cooperation by giving each member of the group an essential role to play. Both individual and group accountability are built into the process.

Assessment **for** learning

Teacher is able to assess students' ongoing understanding of learning goals by listening in to students' conversations during cooperative group work.

<p>10–11), <i>Animals at the Well</i> (pp. 12–13), <i>Watery Habitats</i> (pp. 14–15), <i>People at the Well</i> (pp. 16–17), <i>Freshwater in the Well</i> (pp. 18–19), <i>Demands on the Well</i> (pp. 22 – 23), <i>Pollution in the Well</i> (pp. 24 – 25)</p> <ul style="list-style-type: none"> Individually students read their assigned pages. Using Post-it notes, each student places their Post-it notes on 3 – 5 areas of the text The expert group will then collaboratively negotiate the 3 - 5 most important points about their topic The group members return to their home group to share the most important points Each home group records information about all of the topics on chart paper in any creative way they choose 	
Consolidation <ul style="list-style-type: none"> Providing opportunities for consolidation and reflection Helping students demonstrate what they have learned 	
Lesson Description	Notes to teacher:
<p><i>After the examination of all the texts which will occur over several days, teacher and students will make connections to the new learning.</i></p> <p>Student Discussion of Thinking</p> <ul style="list-style-type: none"> Students reflect on their learning of the three texts that were explored Students engage in whole class discussion about the Critical Challenge and key learning that emerged from the texts. <p>Teaching Emphasis - <i>It is important to note that the teaching emphasis should be informed by the students' observations/learning. The following are examples of possible emphases that address these learning goal(s):</i></p> <ul style="list-style-type: none"> To introduce the notion of the “global village” To develop an understanding that distribution of basic resources vary around the world Basic needs of individuals are impacted by the distribution of resources Concept of privilege vs. disadvantage Concept of equity 	<p> Assessment for learning</p> <p>Teacher is encouraged to provide the students with on-going descriptive feedback that it linked to the learning goals.</p> <p> Differentiated Instruction</p> <p>Teacher poses open questions that allow for differentiation and learners to respond at their own stage of development.</p>

Teacher uses student work/thinking to make connections and extend their learning by asking the following questions:

- *Why is it important for us to know about the global village?* (e.g., to be aware of our privilege compared to other countries; to be aware of different “realities”)
- *How does this understanding affect our actions as members of the global village?*
- *What are our responsibilities related to the basic needs of the less-advantaged members of the global village?*
- Teacher reads *Access to the Well* (pp. 20 – 21) and uses a document camera so that students can closely examine the graph on page 21
- After reading, the following questions are explored by the students as a whole class discussion:
 - ✓ ***What is significant about the distribution of water around the world?***
 - ✓ ***What do you notice about the graph on page 21?***
 - ✓ ***Which parts of the world are privileged and which parts of the world are disadvantaged when it comes to freshwater access?***
- *We are the World* clip link:
 - ✓ ***How many buckets of water does Haiti have compared to North America? Is this fair?***
- *Why are the following quotations from the book significant?*
 - ✓ ***“North America has one-third the population of Africa, yet North Americans use three times as much water. How is this possible?”***
 - ✓ ***“China and India are home to over one-third of the world’s population, yet they only have access to one-tenth of the world’s freshwater.”***

A for L Assessment **for** learning

Teacher can use this opportunity to collect evidence of student learning through observations and conversations.

In response to the questions for discussion, it is important for teacher to ensure a shared understanding of:

“How we treat the water in the well will affect every species on the planet, now and for years to come.”

Highlights and Summary

Teacher asks students:

- *What have you learned thus far?*

Independent Task:

- Individually, write a tweet to inform your peers about water distribution in the global village (140 characters or less)

A_{for}L Assessment **for** learning

Teacher summarizes students' learning by annotating their thinking on chart paper to begin the process of co-constructing success criteria for **'What makes a good Tweet'** which can eventually become a checklist for both the students and the teacher to determine if the criteria has been "met" or "not yet met".

A_{as}L Assessment **as** learning

Students refer to the success criteria and make necessary adjustments to their tweets.

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